

NOTICING TARGETS FOR PRIORITY GOAL:

Learners will be on a journey of mending the world guided by a Jewish moral compass.

During the year, LOMED congregations will design and deliver new learning experiences to help learners reach the priority goal. In order to monitor student growth, teachers will select noticing targets—smaller and more concrete goals that help learners reach the priority goal.

Priority Goal Definition:

Learners will develop the knowledge, skills and habits, beliefs/values and sense of belonging to *tikkun olam*, repair of the world.

Jewish tradition serves as a guide to understanding issues of social justice and social action and working on those issues. Learners who achieve this priority goal engage in world repair using the service-learning model: studying Jewish sources, acting and reflecting.

Knowing, Doing, Believing, Belonging

Knowing

This domain includes the acquisition of knowledge, understanding and skills needed to live out a priority goal.

Doing

This domain involves the translation of knowledge and skills into authentic Jewish living connected to the priority goal.

Believing

This domain is about the development of a relationship of the self to something transcendent, the acquisition of values and the determination of priorities in connection to the priority goal.

Belonging

This domain is about the cultivation of connection to and identification with others and with community in pursuit of the priority goal.

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Noticing Targets

	Early Primary (K-2 nd Grade)	Intermediate (3 rd -5 th Grades)	Middle School (6 th -8 th Grades)
Knowing	<input type="checkbox"/> Recognizes vocabulary of Jewish values <input type="checkbox"/> Names problems/challenges that need “fixing” <input type="checkbox"/> Names Jewish “heroes” of <i>tikkun olam</i> <input type="checkbox"/> _____	<input type="checkbox"/> Defines vocabulary of Jewish values <input type="checkbox"/> Identifies opportunities for <i>tikkun olam</i> <input type="checkbox"/> _____	<input type="checkbox"/> Analyzes a problem using Jewish value terms <input type="checkbox"/> Identifies own personal qualities that can contribute to <i>tikkun olam</i> <input type="checkbox"/> _____
Doing	<input type="checkbox"/> Participates in work of <i>tikkun olam</i> <input type="checkbox"/> Tells story about helping others <input type="checkbox"/> _____	<input type="checkbox"/> Participates in work of <i>tikkun olam</i> <input type="checkbox"/> Asks questions about agency, site or problem to understand an issue or challenge more deeply <input type="checkbox"/> _____	<input type="checkbox"/> Participates in work on <i>tikkun olam</i> <input type="checkbox"/> Accesses information about a problem or issue <input type="checkbox"/> _____
Believing	<input type="checkbox"/> Expresses a desire to help others <input type="checkbox"/> Describes value of <i>tikkun olam</i> work <input type="checkbox"/> _____	<input type="checkbox"/> Expresses a sense of responsibility to help others <input type="checkbox"/> Explains action, involvement based on Jewish value <input type="checkbox"/> _____	<input type="checkbox"/> Expresses rationale for holding particular value <input type="checkbox"/> Explains action, involvement based on Jewish value <input type="checkbox"/> _____
Belonging	<input type="checkbox"/> Names the groups/organizations s/he is working with <input type="checkbox"/> Identifies people s/he with whom s/he is doing <i>tikkun olam</i> <input type="checkbox"/> _____	<input type="checkbox"/> Develops relationship with peers through involvement in <i>tikkun olam</i> <input type="checkbox"/> Develops relationship with other community members through <i>tikkun olam</i> work <input type="checkbox"/> _____	<input type="checkbox"/> Develops relationship with others through <i>tikkun olam</i> <input type="checkbox"/> Explains involvement of Jewish groups with an issue of social justice <input type="checkbox"/> _____

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Additional Noticing Targets

KNOWING

- Analyzes Jewish sources (biblical, rabbinic) connected to social justice

DOING

- Asks what needs to be done (in class, at a program, at home, around synagogue)
- Offers to help others
- Asks others if they need help

BELIEVING

- Demonstrates openness to the perspectives from Jewish tradition on moral issues
- Shows willingness to revise own opinions, perspectives

BELONGING

- Demonstrates curiosity about Jewish sources on contemporary issues
- Cooperates with others
- Is courteous and considerate in working with others